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ABSTRACT

This report is a reference tool devoted to minority student education for planners, researchers, policymakers, and reporters covering all levels of education. The following broad minority issues are defined and related in a matrix to all National Center for Education Statistics (NCES) surveys containing racial/ethnic data collected from 1969: (1) preparation, including student achievement measured by achievement test scores, grades, curriculum content, courses taken, special programs, fields of study, credits earned and degrees received; (2) access and choice including educational opportunities available to and chosen by students; (3) transitions, or points in the education system where students move from one level to another; (4) persistence, or the length of time students remain in the education system; (5) school/institution climate, or the nature of the environment where education takes place; and (6) student availability projections--that is, calculations based on previously collected data about how many or how few students will be available to meet education and employment needs in the future. Descriptions of 32 of the recurring surveys follow the matrix; these relate only to the most recent years the surveys were conducted. Descriptions are grouped as either elementary/secondary level, multilevel, or postsecondary level, and each description includes the following information: (1) respondents; (2) data collection method; (3) size of sample; (4) frequency; (5) education data elements; (6) personal data elements; (7) employment data elements; and (8) availability and contact persons. (FMW)

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Minority Student Issues: Racial/Ethnic Data Collected by the National Center for Education Statistics Since 1969

March 1989

U.S. Department of Education
Office of Educational Research and Improvement

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nlb

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Minority Student Issues: Racial/Ethnic Data Collected by the National Center for Education Statistics Since 1969

MacKnight Black
Postsecondary Education Statistics Division

March 1989

U.S. Department of Education
Office of Educational Research and Improvement CS 89-267

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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

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USER INFORMATION

Introduction

This report is a reference tool devoted to minority student education for planners, researchers, policymakers, and reporters covering all levels of education. The report describes six broad minority student issues and relates them in a matrix to all National Center for Education Statistics (NCES) surveys containing racial/ethnic data collected from 1969, the first year NCES began collecting such data. Descriptions of 32 of the surveys (the most recent ones for recurring surveys) follow the matrix.

Minority Issues

Perhaps the most pervasive problem of the American education system remains the insufficient educational preparation of minority students, especially those who are economically deprived. Studies reveal that minority students still have excessive school dropout rates, low high school graduation rates, and low college and graduate school enrollment and completion rates.

Educators and policymakers have been searching for answers to many complex questions involving the education of minority students. These questions cover such diverse subjects as the relationship between students' aspirations and attainments; the interrelationship of education costs, family income, and the availability of financial aid and the impact of that interrelationship upon students' access to and choice of schools and institutions; and the validity of standardized tests for low-income minority students who receive low scores on the tests.

The matrix beginning on page 5 categorizes the NCES surveys into education levels and relates the information culled from the surveys to six categories of minority student issues. A "." in the matrix indicates that the survey or study can be used to inform at least some aspect of an issue. Further descriptions of each survey are presented in the individual listings beginning on page 11.

The six broad categories of minority student issues are defined as follows:

1. Preparation: student achievement measured by achievement test scores, grades, curriculum content, courses taken, special programs, fields of study, credits earned, and degrees received. Analysis of such data provides indicators of students' readiness to continue their education and to enter the labor market.

2. Access and choice: educational opportunities available to and chosen by students. Data include enrollments in relation to type and control of school and institution; participation in special programs; courses taken by students; level and fields of study and degrees received; schools' and institutions' teaching staff members and their characteristics; schools' and institutions' administrative and academic policies and

practices and offerings; student body characteristics; tuition costs; and availability and use of student financial aid. In addition, data about parents'educational expectations for their children, as well as parents' education and socioeconomic characteristics, may be important factors for students' access and choice.

3. Transitions: points in the education system where students move from one level to another. Such transition points include from one grade level to another, from secondary to postsecondary education, from 2-year to 4-year higher education institutions, and from postsecondary education to employment. Data include enrollments at various school grades and institution levels and classes; high school graduation rates; and number of high school graduates applying to college. Data from longitudinal studies tracking students' education progress and emergence into the labor market also help in analyzing the transitions of students.

4. Persistence: the length of time students remain (retention/attrition rates) in the education system. Persistence can be measured by enrollment data at various school grades and institution levels and classes; high school graduation rates; retention rates in relation to remedial education courses; postsecondary degrees received; and data from longitudinal studies tracking students' education progress.

5. School/institution climate: the nature of the environment where education takes place. Covers a broad range of information including enrollment data; data about the availability of and students' participation in special programs; teaching and non-teaching staff members and their salaries; student/faculty/teacher ratios; student academic outcomes including degrees received; and perceptions of school and institution climate by school principals and teachers, as well as institution administrators and faculty members.

6. Student availability projections: calculations based upon previously collected data about how many or how few students will be available to meet education and employment needs in the future. Such data may be used with caution to estimate how many students will be in various levels and sectors of the education and training systems. Also, data can be used to estimate students' availability for segments of the labor market (including the teaching profession).

NCES Surveys that Address Minority Student Issues at All Levels of Education

National Center For Education Statistics Surveys and Studies	Minority Student Issues					
	Preparation	Access and choice	Transitions	Persistence	School institution climate	Student availability projections
Elementary/Secondary Level						
High School Transcripts Study, 1982 & 1987						
National Assessment of Educational Progress (NAEP) (Conducted annually from 1969 to 1982 and biennially beginning in 1984. Samples 4th, 8th & 12th grade students.)						
a) Elementary and Secondary School Students Survey, 1988						
b) School Characteristics and Policies Survey, 1988						
c) Teachers Survey, 1988						
National Survey of Private Schools, 1983–84 and 1985–86						
a) School Survey						
b) Teacher Survey						
Public Elementary Secondary School Universe Survey (Annual survey conducted for first time in 1987-88)						
Public School Survey, 1984–85						
a) School Survey						
b) Teacher Survey						
Schools and Staffing Survey (Biennial survey system conducted for first time in 19[illegible]–88. All survey components cover public and private schools.)						
a) School Administrators Survey						
b) School Survey						
c) Teacher Demand and Shortage Survey						
d) Teacher Survey						

NCES Surveys that Address Minority Student Issues at All Levels of Education—Continued

National Center For Education Statistics Surveys and Studies	Minority Student Issues					
	Preparation	Access and choice	Transitions	Persistence	School institution climate	Student availability projections
Multilevel						
(May cover 8th grade through high school and postsecondary education and employment)						
High School and Beyond (HS&B) (Conducted biennially since 1980. HS&B follows up a sample of 10th and 12th grade cohorts. HS&B has too many survey components to list here.)	•	•	•	•	•	•
National Education Longitudinal Study—1988 (NELS-88) (Conducted for first time in 1987–88. Started with an 8th grade cohort.)						
a) Parent Survey	•	•			•	
b) School Survey	•	•	•	•	•	
c) Student Survey	•	•	•	•	•	•
d) Teacher Survey	•	•			•	
National Longitudinal Study of High School Class of 1972 (NLS-72) (Conducted 6 times from 1972 to 1986. NLS has too many survey components to list here.)	•	•	•	•	•	•
Postsecondary Level						
College-Level Remediation, 1983–84 (A Fast Response Survey)	•	•		•	•	
Higher Education General Information Survey (HEGIS)						
a) Degrees and Other Formal Awards Conferred [HEGIS XII (1976–77); XIV (1978–79); XVI (1980–81); XVIII (1982–83); XX (1984–85)]	•	•	•	•	•	•
b) Fall Enrollment and Compliance Report [HEGIS XI (Fall 1976); XIII (Fall 1978); XV (Fall 1980) XVII (Fall 1982); XIX (Fall 1984)]	•	•	•	•	•	•

NCES Surveys that Address Minority Student Issues at All Levels of Education—Continued

National Center For Education Statistics Surveys and Studies	Minority Student Issues					
	Preparation	Access and choice	Transitions	Persistence	School institution climate	Student availability projections
Postsecondary Level (continued)						
Integrated Postsecondary Education Data System (IPEDS) (Annual survey system conducted for the first time in 1986–87)						
a) Completions	.	.	.	.	.	.
b) Fall Enrollment	.	.	.	.	.	.
c) Fall Enrollment in Occupationally Specific Programs		.	.	.	.	.
National Postsecondary Student Aid Study (NPSAS) (Triennial study conducted for first time in 1986–87)						
a) Parent Survey		.				
b) Student Loan Recipient Survey		.	.	.	.	
c) Student Record Abstract Data Survey	.	.	.	.	.	.
d) Student Survey		.	.	.	.	
National Survey Of Postsecondary Faculty (NSOPF) (New survey conducted for the first time in 1987–88)						
a) Department Chair Survey		.			.	
b) Faculty Survey		.			.	
Recent College Graduates Study (RCG), 1985 and 1987 (A biennial survey)	.	.	.	.	.	.

NOTE: See next section for descriptions of the NCES surveys and studies cited.

Technical Notes

NCES data bases are derived from either school/institution- or student-based surveys. The school/institution surveys measure key facets of national education providers: elementary and secondary schools, colleges and universities, vocational schools, and others. While the amount of data about these providers varies by survey, information usually includes statistics on enrollments, completions, finances, and staffing. These data provide useful information on national trends in minority enrollments and completions in addition to statistics on the revenues, expenditures, and staffing of schools and institutions. Also, they are often used as sampling frames for NCES student-based surveys. The latter surveys were developed to provide information on a wide variety of policy-relevant issues. While none of the surveys and studies were specifically designed to address minority student issues, they do contain valuable data on preparation, access and choice, school climate, transitions, persistence, and many related topics. Some NCES survey systems, such as the National Assessment of Educational Progress (NAEP) and the 1988 National Education Longitudinal Study, contain both institution and student components.

The descriptions of the NCES surveys that follow the matrix relate only to the most recent years the surveys were conducted. Descriptions of recurring surveys containing racial/ethnic data conducted in previous years (all of which are listed in the matrix) can be obtained by calling the individual project officers. Computer tapes and publications from previous years' surveys are available from the project officers or Information Services (1–800–424–1616).

Data from almost all the surveys conducted during 1987–88, and from some surveys conducted during 1986–87, are not yet available. Such in-process data will be released during the time period from April 1989 through December 1989. Contact the project officer about when the data will be released in computer tape and publication form.

Acknowledgments

Many individuals made significant contributions to the preparation of this publication. The development of the minority student issues resulted primarily from comments presented by a panel of specialists on minority education convened by the American Council on Education (ACE) and the NCES in February of 1988. Those people included Gail Thomas, Professor of Sociology at Texas A & M University, Keith Pailthorp of the Arizona Board of Regents, Sarah Melendez of ACE, Beverly Cole of the National Association for the Advancement of Colored People, and Arturo Vargas of the National Council of LaRaza. John Wittstruck, Director of the State Higher Education Executive Officers (SHEEO)/NCES Network helped to synthesize the ideas of these individuals into the six minority student issues.

Information for the survey descriptions in the report were provided by the 12 NCES project officers who are listed in the descriptions and several of their staff members. The draft manuscript was reviewed by the following people from NCES: Curtis Baker, Dennis Carroll, William Freund, Samuel Peng, John Sietsema, and Linda Zimbler. Vance Grant from Information Services also reviewed the manuscript.

Consistent with NCES requirements for external peer reviews of publications in process, this report was also reviewed by William O'Hare of the Population Reference Bureau, Sarah Melendez of ACE, and John Wittstruck of SHEEO. In addition, critical technical review was provided by Charles Cowan, Chief Statistician for NCES. Martha Hollins and Summer Whitener of NCES provided clerical assistance.

Cynthia Dorfman of Information Services edited, designed, and managed the publication of this report.

DESCRIPTIONS OF SURVEYS

Elementary/Secondary Level

High School Transcripts Study, 1987

Respondents: Eleventh grade students and 17-year-old handicapped students who participated in the National Assessment of Educational Progress (NAEP) in 1986

Data Collection Method: Contractor delivered questionnaire and obtained extant school records

Size of Sample: 24,000 regular students and 7,000 special education students from 400 public high schools and 30 private high schools

Frequency: Every 5 years since 1982

Education Data Elements: Complete high school transcript including the 9th through the 12th grades; includes courses taken and grades and credits earned

Personal Data Elements: Race/ethnicity, sex, age, type and severity of handicapping condition

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Andrew Kolstad

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6773

National Assessment of Educational Progress (NAEP): Elementary and Secondary School Students Survey, 1988

Respondents: Elementary and secondary school students 9, 13, and 17 years old

Data Collection Method: Contractor administered survey at schools in group sessions

Size of Sample: Approximately 75,000 students (25,000 at each of the 3 age levels), at about 1,275 public and 225 private schools

Frequency: Biennially beginning in 1984; annually from 1969 to 1982

Education Data Elements:* Performance measures in 1988 included reading, writing, mathematics, civics, U.S. history, science, and geography; attitudes towards subjects assessed; classroom experiences

Personal Data Elements: Race/ethnicity, sex, parents' education, type of community and region, home support for learning

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Eugene Owen

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6746

*In 1985–86, NAEP conducted a special survey of the reading and mathematics performance of language minority children to assess their reading achievement in grade 7 and mathematics achievement in grades 3, 7, and 11. Included in the language minority samples were Native Americans and Asian Americans and Mexican Americans, Puerto Ricans, Cubans, and other Hispanic students.

National Assessment of Educational Progress (NAEP): School Characteristics and Policies Survey, 1988

Respondents: School administrators for 4th, 8th, and 12th grade students responding to Elementary and Secondary School Students Survey

Data Collection Method: Contractor delivered questionnaire to schools

Size of Sample: About 1,275 public and 225 private schools

Frequency: Biennially beginning in 1984; annually from 1969 to 1982

Education Data Elements: School enrollment, curriculum testing and objective setting practices, school administrative practices, school conditions and facilities, special services and programs

Personal Data Elements: School administrators' race/ethnicity, sex, and undergraduate field of study

Employment Data Elements: Years as principal, total school administrative experience, teaching experience

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Eugene Owen

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6746

National Assessment of Educational Progress (NAEP): Teachers Survey, 1988

Respondents: Teachers of 4th and 8th grade students who responded to Elementary and Secondary School Students Survey

Data Collection Method: Contractor delivered questionnaire to schools

Size of Sample: About 2,550 public and 450 private school teachers

Frequency: Biennially beginning in 1984; annually from 1969 to 1982

Education Data Elements: School curriculum testing and objective setting practices, school administrative practices, school conditions and facilities, special services and programs, classroom instructional practices

Personal Data Elements: Teachers' race/ethnicity, sex, age, undergraduate field of study, teaching certification

Employment Data Elements: Full-time teaching experience, employment status, subject matter specialization, grades taught

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Eugene Owen

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6746

National Survey of Private Schools: School Survey, 1985–86

Respondents: Private school principals

Data Collection Method: Mail

Size of Sample: 1,174 private schools

Frequency: Biennial; survey has been revised and included as a component of the Schools and Staffing Survey (SASS), a new survey system which began in 1987–88

Education Data Elements: Enrollment, programs and services offered by the school including advanced placement programs, high school graduation rates, graduates applying to college, school tuition price, staffing patterns

Personal Data Elements: Minority enrollment

Employment Data Elements: Use of aides and volunteers

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Jeffrey Williams

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6333

National Survey of Private Schools: Teacher Survey, 1985–86

Respondents: Private school teachers

Data Collection Method: Mail

Size of Sample: 5,295 teachers in 1,174 private schools

Frequency: One time; survey has been revised and included as a component of the Schools and Staffing Survey (SASS), a new survey system which began in 1987–88

Education Data Elements: Teachers' perceptions of school climate

Personal Data Elements: Teachers' race/ethnicity, sex, age, education, and training

Employment Data Elements: Teaching experience, subjects being taught, teachers' salaries, working hours, time spent per activity per typical week, use of aides and volunteers, outside employment for teachers

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Jeffrey Williams

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6333

Public Elementary/Secondary School Universe Survey, 1987–88

(Note: This is the only component survey of the Common Core of Data survey system that contains racial/ethnic data.)

Respondents: State elementary/secondary education agency officials

Data Collection Method: Mail

Size of Sample: The full universe – 56 respondents (the 50 States, the District of Columbia, Puerto Rico and the other Outlying Territories) supplying records from 86,000 elementary and secondary schools

Frequency: Annual (conducted for the first time in 1987–88)

Education Data Elements: Type of school, enrollment by grades, pupil/teacher ratio

Personal Data Elements: Student race/ethnicity totals by school, number of students eligible for Free Lunch Program by school

Employment Data Elements: Full-time equivalent (FTE) total of teachers by school

Availability: Computer tape; publication due 3/89 (telephone: 1–800–424–1616)

Project Officer: John Sietsema

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6335

Public School Survey: School Survey, 1984–85

Respondents: Public school administrators

Data Collection Method: Mail

Size of Sample: 2,801 public schools

Frequency: One time; survey has been revised and included as a component of the Schools and Staffing Survey (SASS), a new survey system which began in 1987–88

Education Data Elements: Enrollment, advanced placement programs, high school graduation rates, graduates applying to college, staffing patterns, use of computers

Personal Data Elements: Minority enrollment

Employment Data Elements: Incentive programs for teachers, use of aides and volunteers

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Charles Hammer

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6330

Public School Survey: Teacher Survey, 1984–85

Respondents: Public school teachers

Data Collection Method: Mail

Size of Sample: 10,650 teachers in 2,801 public schools

Frequency: One time; survey has been revised and included as a component of the Schools and Staffing Survey (SASS), a new survey system which began in 1987–88

Education Data Elements: None

Personal Data Elements: Teacher's race/ethnicity, sex, age, education, and training

Employment Data Elements: Teaching experience, subjects being taught, teachers' salaries, length of contract, working hours, time spent per activity per typical week, use of aides and volunteers, outside employment for teachers

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Charles Hammer

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6330

Schools and Staffing Survey (SASS): School Administrators Survey, 1987–88

Respondents: Public and private school principals

Data Collection Method: Mail

Size of Sample: 9,300 public and 3,500 private school principals

Frequency: Every 2–3 years (conducted for first time in 1987–88)

Education Data Elements: Perception of school climate, perceived teacher shortages and ways to relieve them, decisionmaking responsibilities, teacher evaluation program

Personal Data Elements: Race/ethnicity and education of school administrators

Employment Data Elements: Career histories of administrators

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Fay Nash

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6754

Schools and Staffing Survey (SASS): School Survey, 1987–88

Respondents: Public and private school principals

Data Collection Method: Mail

Size of Sample: 9,300 public and 3,500 private schools

Frequency: Every 2–3 years (conducted for first time in 1987–88)

Education Data Elements: School educational programs and practices, school level and type, staffing patterns, school enrollment by grades

Personal Data Elements: Race/ethnicity of teaching staff and student body, socioeconomic status of students

Employment Data Elements: Teacher turnover by field, destination of leavers, sources of new hires

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Fay Nash

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6754

Schools and Staffing Survey (SASS): Teacher Demand and Shortage Survey, 1987–88

Respondents: Public school local education agencies (LEAs) and private schools

Data Collection Method: Mail

Size of Sample: 5,600 LEAs and 3,500 private schools

Frequency: Every 2–3 years (conducted for first time in 1987–88)

Education Data Elements: LEA-wide (by level including prekindergarten) and private schoolwide student enrollment, full-time equivalent (FTE) teachers LEA-wide by level and by private school, student participation in Chapter I

Personal Data Elements: Race/ethnicity of teaching staff and students, student participation in Free Lunch Program

Employment Data Elements: Hiring and compensation practices including incentives for recruiting and retaining teachers; teacher demand, shortage, and surplus by level and field; teacher certification

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Fay Nash

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6754

Schools and Staffing Survey (SASS): Teacher Survey, 1987–88

Respondents: Public and private school teachers

Data Collection Method: Mail

Size of Sample: 52,000 public and 13,000 private school teachers

Frequency: Every 2–3 years (conducted for first time in 1987–88)

Education Data Elements: None

Personal Data Elements: Teachers' race/ethnicity, education, and qualifications

Employment Data Elements: Teachers' sex, salary and income, employment status, career histories and plans, teaching assignments by course and class enrollment, perceptions of working conditions

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Fay Nash

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6754

Multilevel

High School and Beyond (HS&B)

Respondents: 1980 high school seniors and sophomores

Data Collection Method: Mail, telephone, and interviews

Size of Sample:	Seniors	Sophomores
1980	30,000	28,000
1982	12,000	27,000
1984	12,000	15,000
1986	12,000	15,000

Frequency: Longitudinal—base year, **1980**; 1st followup, **1982**; 2nd followup, **1984**; 3rd followup, **1986**; 4th followup (sophomores only), **1992**

Education Data Elements: Public and private high school and postsecondary institution characteristics, beginning and end dates of postsecondary enrollment, student aptitude and achievement test scores, student financial aid, participation in special programs (i.e., Special Services for Disadvantaged Students, Upward Bound), field of study, student transcripts, degree attainment

Personal Data Elements: Sex, race/ethnicity (including Hispanic subgroups), family income, socioeconomic status, aspirations, family formation

Employment Data Elements: Beginning and end dates of employment and unemployment, industry and occupation codes, salary and other income

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Paula Knepper

Division: Postsecondary Education Statistics

Telephone: (202)357–6914

National Education Longitudinal Study (NELS–88): Parent Survey, 1988 (base year)

Respondents: One parent of each 8th grader in NELS–88 student survey

Data Collection Method: Students delivered questionnaires to parents at home and returned to the contractor at school

Size of Sample: 26,200 parents (one per student in student survey)

Frequency: As currently planned, there will be a 1992 followup

Education Data Elements: Impressions of student school work and performance, contacts with school, special program participation, expectations for child's education

Personal Data Elements: Parents' education, race/ethnicity, sex; family size and background, family income and education expenses, language used in family, family activities and plans, student's handicaps

Employment Data Elements: Parents' occupation and employment status

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Jeffrey Owings

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6777

National Education Longitudinal Study (NELS–88): School Survey, 1988 (base year)

Respondents: School principal or other administrator at the 1,000 schools where students in NELS–88 student survey attend

Data Collection Method: Contractor delivered to schools

Size of Sample: 800 public and 200 private schools

Frequency: One time

Education Data Elements: School characteristics including level, type, enrollment, and teaching staff; school offerings and policies and practices; school climate; tuition price

Personal Data Elements: Student body characteristics including race/ethnicity, socioeconomic status, single parent families, Limited English Proficiency (LEP)

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Jeffrey Owings

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6777

National Education Longitudinal Study (NELS–88): Student Survey, 1988 (base year)

Respondents: 8th grade students

Data Collection Method: Contractor administered survey at schools in group sessions

Size of Sample: 26,200 8th grade students (85% of students) attending 800 public and 200 private schools

Frequency: Biennial—base year 1988

Education Data Elements: Students' grades, impressions of school climate including school programs and work required; students' educational goals and plans and participation in special programs

Personal Data Elements: Sex, race/ethnicity, opinions/values, family background and activities, languages spoken, cigarette smoking, activities

Employment Data Elements: Employment outside of school

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Jeffrey Owings

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6777

National Education Longitudinal Study (NELS–88): Teacher Survey, 1988 (base year)

Respondents: Teachers of 8th grade students in NELS–88 student survey

Data Collection Method: Contractor delivered questionnaire to schools

Size of Sample: Over 6,000 teachers (85% from public and 15% from private schools)

Frequency: One time

Education Data Elements: School climate, curriculum content and classroom activities, special programs, teachers' impressions of students' performance, attitudes, problems, and handicaps

Personal Data Elements: Teachers' race/ethnicity, sex, education, languages spoken, and other school activities

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Jeffrey Owings

Division: Elementary and Secondary Outcomes

Telephone: (202)357–6777

National Longitudinal Study of the High School Class of 1972 (NLS–72)

Respondents: 1972 high school seniors

Data Collection Method: Mail, telephone, and interviews

Size of Sample: 1972: **16,683**; 1973: **21,350**;* 1974: **20,872**; 1976: **21,807**; 1979: **18,630**; 1986: **12,841**

Frequency: Longitudinal – base year, **1972**; 1st followup, **1973**; 2nd followup, **1974**; 3rd followup, **1976**; 4th followup, **1979**; 5th followup, **1986**

Education Data Elements: Public and private high school and postsecondary institution characteristics, beginning and end dates of postsecondary enrollment, student aptitude and achievement test scores, student financial aid, participation in special programs (i.e., Special Services for Disadvantaged Students, Upward Bound), field of study, student transcripts, degree attainment

Personal Data Elements: Sex, race/ethnicity (including Hispanic subgroups), family income, socioeconomic status, aspirations, family formation

Employment Data Elements: Beginning and end dates of employment and unemployment, industry and occupation codes, salary and other income

Availability: Computer tape, publications (telephone: 1–800–424–1616)

Project Officer: Paula Knepper

Division: Postsecondary Education Statistics

Telephone: (202)357–6914

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*The first followup contains more respondents than the base year because base-year nonrespondents were recontacted at that time. Those who provided base-year information were retained and included in later followup efforts.

Postsecondary Level

College-Level Remediation, 1983–84

(A Fast Response Survey)

Respondents: 2- and 4-year colleges

Data Collection Method: Mail

Size of Sample: 511 2- and 4-year colleges

Frequency: One time

Education Data Elements: Control and type of institution, admission criteria, remedial program characteristics (offerings, organization, services, ratings), enrollment by type of course, and retention rates

Personal Data Elements: Nonminority and minority status of institution only

Employment Data Elements: None

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Douglas Wright

Division: Elementary and Secondary Education Statistics

Telephone: (202)357–6622

Higher Education General Information Survey (HEGIS): Degrees and Other Formal Awards Conferred, 1984–85

Respondents: Higher education institutions

Data Collection Method: Mail

Size of Sample: About 3,400 higher education institutions

Frequency: Annual – race/ethnicity data collected biennially from 1976–77 through 1984–85; HEGIS was replaced by the Integrated Postsecondary Education Data System (IPEDS) in 1986–87

Education Data Elements: Number of degree recipients by level of degree and field of study by control of institution

Personal Data Elements: Race/ethnicity and sex of degree recipients

Employment Data Elements: None

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Susan Broyles

Division: Postsecondary Education Statistics

Telephone: (202)357–6359

Higher Education General Information Survey (HEGIS): Fall Enrollment and Compliance Report, 1984

Respondents: Higher education institutions

Data Collection Method: Mail

Size of Sample: Universe of about 3,400 higher education institutions

Frequency: Annual – race/ethnicity data collected biennially from the fall of 1976 through the fall of 1984; HEGIS was replaced by the Integrated Postsecondary Education Data System (IPEDS) in 1986–87

Education Data Elements: Attendance status (full- or part-time students) and enrollment by level, class, and selected fields of study by control of institution

Personal Data Elements: Race/ethnicity and sex of students

Employment Data Elements: None

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Susan Broyles

Division: Postsecondary Education Statistics

Telephone: (202)357–6359

Integrated Postsecondary Education Data System (IPEDS): Completions, 1986–87

Respondents: Postsecondary education institutions

Data Collection Method: Mail

Size of Sample: Universe of about 12,400 postsecondary institutions includes:

2,646 4-year institutions (634 public, 1,894 nonprofit, and 118 for-profit);

2,787 2-year institutions (1,239 public, 834 nonprofit, and 714 for-profit); and

6,839 less-than-2-year institutions (468 public, 570 nonprofit, and 5,801 for-profit)*

Frequency: Annual survey conducted for first time in 1986–87; race/ethnicity data collected biennially beginning in 1986–87

Education Data Elements: Number of degree recipients by level of degree and field of study by control of institution

Personal Data Elements: Race/ethnicity and sex of degree recipients

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Susan Broyles

Division: Postsecondary Education Statistics

Telephone: (202)357–6359

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*All of these figures (totaling 12,272 institutions) are approximations. Institutions are located in the 50 States and District of Columbia. In addition, there are about 128 institutions in the Outlying Territories that are not included in the break-out figures but are part of the universe of 12,400 postsecondary institutions.

Integrated Postsecondary Education Data System (IPEDS): Fall Enrollment, 1986

Respondents: Postsecondary education institutions

Data Collection Method: Mail

Size of Sample: Universe of about 12,400 postsecondary institutions includes:

2,646 4-year institutions (634 public, 1,894 nonprofit, and 118 for-profit);

2,787 2-year institutions (1,239 public, 834 nonprofit, and 714 for-profit); and

6,839 less-than-2-year institutions (468 public, 570 nonprofit, and 5,801 for-profit)*

Frequency: Annual survey conducted for first time in fall of 1986; race/ethnicity data collected biennially beginning in fall 1986

Education Data Elements: Attendance status (full- or part-time students) and enrollment by level, class, and selected fields of study by control of institution

Personal Data Elements: Race/ethnicity and sex of students

Employment Data Elements: None

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officer: Susan Broyles

Division: Postsecondary Education Statistics

Telephone: (202)357–6359

*All of these figures (totaling 12,272 institutions) are approximations. Institutions are located in the 50 States and District of Columbia. In addition, there are about 128 institutions in the Outlying Territories that are not included in the break-out figures but are part of the universe of 12,400 postsecondary institutions.

Integrated Postsecondary Education Data System (IPEDS): Fall Enrollment in Occupationally Specific Programs, 1987

Respondents: Postsecondary education institutions with occupationally specific programs that require less than 4 years to complete

Data Collection Method: Mail

Size of Sample: Universe of 6,600 postsecondary education institutions

Frequency: Biennial survey conducted for first time in fall of 1987

Education Data Elements: Enrollment by program of study and level and control of institutions

Personal Data Elements: Race/ethnicity and sex of students

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Susan Broyles

Division: Postsecondary Education Statistics

Telephone: (202)357–6359

National Postsecondary Student Aid Study (NPSAS): Parent Survey, 1987

Respondents: Parents of students in the NPSAS student survey

Data Collection Method: Mail and telephone

Size of Sample: 26,000

Frequency: Triennial; conducted for first time in 1986–87

Education Data Elements: None

Personal Data Elements: Parents' race/ethnicity, marital status, age, highest level of education achieved, income, language

Employment Data Elements: Occupation and industry

Availability: Computer tape (telephone: 1–800–424–1616)

Project Officers: Sandra Garcia and Gerald Malitz

Division: Postsecondary Education Statistics

Telephone: (202)357–6597; (202)357–6364

National Postsecondary Student Aid Study (NPSAS): Student Loan Recipient Survey, 1987

Respondents: Former recipients of Guaranteed Student Loans (GSL)

Data Collection Method: Mail, telephone, and interviews

Size of Sample: 14,000 out-of-school GSL recipients

Frequency: Triennial; conducted for first time in 1986–87

Education Data Elements: Major field of study, years attended and degrees received (if any), type and control of institution, financial aid

Personal Data Elements: Age, sex, race/ethnicity, marital status, income

Employment Data Elements: Employment history (occupation, industry, and salary)

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officers: Sandra Garcia and Gerald Malitz

Division: Postsecondary Education Statistics

Telephone: ((202) 357–6597; (202)357–6364

National Postsecondary Student Aid Study (NPSAS): Student Record Abstract Data Survey, 1987

Respondents: Randomly selected students enrolled in postsecondary institutions in the fall of 1986

Data Collection Method: On-site abstraction of student files by contractor

Size of Sample: 60,000 students from 1,074 postsecondary institutions

Frequency: Triennial; conducted for first time in 1986–87

Education Data Elements: Level, major field of study, type and control of institution, financial aid, cost of attendance, grade point average (GPA)

Perso l Data Elements: Age, sex, race/ethnicity, marital status, income

Employment Data Elements: Employment and salary

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officers: Sandra Garcia and Gerald Malitz

Division: Postsecondary Education Statistics

Telephone: (202)357–6597; (202)357–6364

National Postsecondary Student Aid Study (NPSAS): Student Survey, 1987

Respondents: Students enrolled in postsecondary institutions in the fall of 1986

Data Collection Method: Mail and telephone

Size of Sample: About 60,000 students (45% aided and 55% nonaided) enrolled in about 1,074 postsecondary institutions

Frequency: Triennial; conducted for first time in 1986–87

Education Data Elements: Level, major field of study, type and control of institution, financial aid, cost of attendance

Personal Data Elements: Age, sex, race/ethnicity, marital status, income

Employment Data Elements: Employment and salary

Availability: Computer tapes, publications (telephone: 1–800–424–1616)

Project Officers: Sandra Garcia and Gerald Malitz

Division: Postsecondary Education Statistics

Telephone: (202)357–6597; (202)357–6364

National Survey of Postsecondary Faculty (NSOPF): Department Chair Survey, 1988

Respondents: Department chairs in 2-year and 4-year accredited postsecondary institutions

Data Collection Method: Mail

Size of Sample: 4,330 department chairs in 480 higher education institutions

Frequency: Uncertain

Education Data Elements: Type and control of institution, faculty hiring policies and practices by programmatic areas, tenure system including Affirmative Action and Equal Employment Opportunity (EEO) considerations

Personal Data Elements: Faculty membership by programmatic areas by rank, minority status, and sex

Employment Data Elements: None

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Joanell Porter

Division: Postsecondary Education Statistics

Telephone: (202)357–6595

National Survey of Postsecondary Faculty (NSOPF): Faculty Survey, 1988

Respondents: Institutional faculty in 2-year and 4-year accredited postsecondary institutions

Data Collection Method: Mail

Size of Sample: 10,000 instructional faculty in 480 higher education institutions

Frequency: Uncertain

Education Data Elements: Type and control of institution. Other institutional characteristics will be included from the 1987–88 IPEDS data, but they have not yet been selected

Personal Data Elements: Race/ethnicity, sex, age, marital status, citizenship, academic background

Employment Data Elements: Field of teaching, employment history, current employment status including rank and tenure, salary, job satisfaction and attitudes, career and retirement plans, workload, benefits and other sources of compensation

Availability: Contact project officer for 1989 computer tape and publication release dates

Project Officer: Joanell Porter

Division: Postsecondary Education Statistics

Telephone: (202)357–6595

Recent College Graduates Study (RCG), 1987

Respondents: Bachelor's and Master's degree recipients

Data Collection Method: Mail for questionnaire; transcripts collected by contractor

Size of Sample: 22,400 AB and MA degree recipients selected from HEGIS XXI: Degrees and Other Formal Awards Conferred, 1985–86 with special emphasis on institutions granting degrees in education and on traditionally black institutions

Frequency: Biennial; race/ethnicity data collected for first time in 1985

Education Data Elements: Major field of study and undergraduate courses taken by level and control of institution, continuing education status

Personal Data Elements: Race/ethnicity, sex, age, marital status

Employment Data Elements: Current occupation and salary

Availability: Computer tape due 3/89; contact project officer for publication release date

Project Officer: Joanell Porter

Division: Postsecondary Education Statistics

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